



# Cliff Pre-preparatory Nursery School

Inspection report for early years provision

<b>Unique Reference Number</b>	EY314259
<b>Inspection date</b>	19 October 2006
<b>Inspector</b>	June Rice
<b>Setting Address</b>	24 Bar Lane, Wakefield, West Yorkshire, WF1 4AD
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<b>Registered person</b>	Alpha Plus Education Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Out of School care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Cliff Pre-preparatory Nursery School opened in 2006 and operates from four rooms. It is situated in Wakefield, West Yorkshire. A maximum of 62 children may attend the nursery at any one time. The nursery is open each weekday from 07.00 to 18.00, excluding Christmas and bank holidays. The out of school care is open each weekday from 08.00 to 08.45 and 15.30 to 18.00 excluding Christmas and bank holidays. The holiday club is open 08.00 to 18.00 during school holidays. Children attend for a variety of sessions. All children have access to a secure, enclosed outdoor play area.

There are currently 42 children aged from two to under five years on roll. Of these, two children receive funding for early education. The nursery currently supports a number of children with learning difficulties and also supports a number of children who speak English as an additional language.

The nursery employs 14 members of staff. All staff hold or are working towards appropriate early years qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children stay healthy through the implementation of effective hygiene practices and procedures which meet their individual nutritional, physical and health needs well. They are very independent in their personal care and understand simple good health and hygiene practices. For example, children visit the toilet and wash their hands independently. They learn from planned activities about hygiene and keeping clean. For example, they discuss good hygiene while bathing 'baby' in the home corner and talk about 'looking after our bodies' in assembly.

Children benefit from a healthy, well balanced diet. Meals are freshly prepared using fresh ingredients and take account of all cultural and dietary needs. Children enjoy learning about healthy eating through hands-on experiences. For example, they talk excitedly about the carrots and tomatoes they have grown and how they 'eat carrots because they are good for me'. Children benefit from regular physical activity and lots of fresh air, and they enjoy using a good selection of outside equipment that encourages physical exercise, such as hoops, soft balls, parachutes, bikes and climbing equipment.

Children benefit from rest and sleep according to their needs. For example, children independently lay down on bean bags and folding mattresses when they want a rest. Younger children benefit because they follow routines familiar with home. They enjoy good interaction from staff while settling down and those not happy with going to sleep are able to play quietly.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are kept safe in a warm, welcoming and secure environment which is clean and well maintained. Children's safety is given high priority. The effective use of space and good deployment of staff allow young children and babies to move freely and independently. Good security enables staff to efficiently monitor access to the building and this ensures unauthorised persons are unable to gain entry. Children benefit from a wide range of suitable and safe equipment. Staff ensure all equipment is in good condition and suitable for the ages and stages of development of children being cared for. For example, toys and equipment are risk assessed and checked daily before and after use.

Children are kept safe from harm because staff have a good understanding of child protection and the procedures to follow. Children's understanding of personal safety is well promoted through simple explanation, constant reminders, and their growing understanding of the rules. For example, children regularly practise the emergency evacuation and are learning to understand the need to evacuate the building quickly in an emergency. During outings children are kept safe because staff are well prepared. For example, staff carry out written risk assessments and take emergency numbers and a first aid kit.

## **Helping children achieve well and enjoy what they do**

The provision is good.

Children are confident, interested learners who enjoy their time at the setting. They sing, smile and chatter happily as they explore their environment. They participate in a good range of well-planned and free choice activities. They are independent, make decisions and think for themselves. They choose an activity, inform staff and select appropriate equipment. Children approach challenges with enthusiasm and demonstrate good concentration skills. For example, children show interest in a counting activity and respond enthusiastically when staff challenge them through good questioning techniques. Children under two have a sense of belonging and benefit from very good interaction from staff. They are given full attention when they are trying to communicate and benefit from a wide range of well planned activities that include good sensory experiences, including paint, water and sand. However, the opportunities for children to freely explore natural materials are limited.

Nursery education.

The quality of teaching and learning is good. Staff have a sound knowledge and understanding of the Foundation Stage and how children learn through play, providing appropriate challenges to ensure children make sound progress. Planning is detailed and has planned outcomes that link into the six areas of learning. Children's progress is clearly recorded through observations and pieces of work. However, observations are not clearly linked into planning and this effects the planning of the next steps in learning for individual children.

Children are very independent. They tackle problems and enjoy self-chosen activities, showing good preparation skills. For example, they independently chose water play, inform staff and select an apron. They demonstrate a good sense of pride in their personal achievements. For example, more able children proudly inform staff that they have successfully put on their own shoes saying, 'Look, I've done it'. Younger children show confidence in linking up with others for support and clearly point out, 'I may need a little help, are these the right way round?' Children talk freely about their home and join in conversations about what they have done at the weekend. They enjoy an environment rich in text with dedicated areas to enjoy books and create opportunities to write for a purpose. For example, they are learning to recognise their name cards during self-registration and use the cards to practise their emerging writing skills. They understand and respond to simple instructions. For example, they helpfully tidy away toys and equipment before they join the line for outside play and going to lunch.

Children show lots of interest in what others are saying and join small groups to listen to their stories. They use language describing possession. For example, 'This is my new doll' and 'Do you want to look at my work?' They enjoy mark making, draw lines and circles using gross motor movements, and put meaning to marks. For example, they draw features of a face and write the letters 'm for mum' and 'd for dad'. They show interest in numbers and counting and independently join others at the number table. Children count confidently up to 10 and correctly name numbers on number cards. They correctly observe positional and size language, placing a teddy under the card and selecting big bear and little bear.

Children show interest in their wider environment. They particularly enjoy themed days when they look at another cultures, and explore different beliefs, music and food. They grow flowers and vegetables in their nursery garden and talk about eating healthily. They show a good awareness of the use of everyday technology and how things work. They use calculators, cash registers and washing machines correctly during role play. For example, children place clothes in the washing machine and explain, 'It washes the clothes, goes round and round and goes very fast'. However, children are unable to access computer equipment to further extend their learning.

Children talk about significant things that have happened to them and show an awareness of change. For example, they enjoy talking about the park and collecting conkers. They show fascination when an object placed in water changes colour, and watch with great interest when they make splashes in water by dropping in small objects. Children move freely throughout the setting with growing confidence and independence and use available resources to support role play. For example, they select a diary and pencil to write down ingredients and a shopping list.

### **Helping children make a positive contribution**

The provision is good.

Children are happy, confident individuals whose personalities are well known. They are valued as individuals and able to express their own ideas and listen to those of others. They show a good sense of belonging and are encouraged to make a positive contribution. Children are friendly, very well behaved and learning to work harmoniously with others. For example, they are encouraged to sit nicely, take turns and share. They enjoy sharing the dining area with older children and cheerfully greet them as they walk in. Children enjoy learning about their wider society through a well balanced combination of positive discussion, interesting activities and hands-on experiences. For example, children are able to make positive connections with their own lives through the effective use of positive images reflected in books, posters and play equipment, and the celebration of different festivals, such as Eid, Diwali, Independence Day and the harvest festival.

Children benefit from being able to make choices and take decisions. Their independence is encouraged and nurtured well. They enjoy the independence of choosing when they wish to join in activities and benefit from a well-organised environment that is arranged to ensure all children have equal access to all play and equipment, which means they are fully included. There are good systems in place to support children with learning difficulties and they benefit from the good knowledge and understanding of their individual needs. All children feel a sense of belonging. They are very comfortable in their environment, feel fully included, and talk excitedly about what they have done at the weekend. For example, 'I went to the park and collected acorns'.

Partnership with parents and carers is good. It is effectively promoted and children benefit from the good information shared between parents and carers. Parents are fully included in what is happening in the nursery and are invited to attend different celebrations, such as the harvest festival and nativity play. They are provided with good information about the provision, the education programme including 'Birth to three matters' and their children's progress and achievements. Parent's involvement is actively sought, including their views and suggestions.

Children's spiritual, moral, social and cultural development is fostered.

### **Organisation**

The organisation is good.

Children benefit from a well-organised environment that meets their needs effectively. They enjoy an interesting environment with clearly identified and suitably equipped areas. Good recruitment policies and procedures are effectively implemented to ensure children are cared for by staff with a sound knowledge and understanding of child development. Children benefit from staff's enthusiasm, motivation and enjoyment, as well as a clear understanding of their role and responsibilities.

The leadership and management is good. It enhances all aspects of the provision. Staff work very well as a team and have a real sense of purpose and commitment to continual improvement. For example, they recently attended training in Foundation Stages, 'Birth to three matters' and child protection to help consolidate their experience, knowledge and understanding. The setting successfully evaluates the nursery education through regular meetings and working closely with the advisory teacher and Foundation Stage co-ordinator. This information is used to identify areas of improvement from which they are taking some action. For example, children's profiles clearly illustrate where children are at, although planning does not clearly identify the next steps for individual children.

Overall the provision meets of the needs of the range of the children for whom it provides.

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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## WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- provide opportunities for children under two years to independently explore natural materials.

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- provide opportunities for children to access computers to support their learning
- continue to develop the use of observations when planning the next steps in learning for individual children.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)